



A report on

**Ely & Caerau Integrated Children's Centre
Michaelston Road
Cardiff
CF5 4SX**

Date of inspection: December 2014

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 13/02/2015

Context

Ely and Caerau nursery is part of Ely and Caerau Integrated Children's Centre in Cardiff local authority. The centre works closely with partners in the statutory and voluntary sector to provide part-time education for three and four-year-olds either through the medium of English or Welsh, full day care, out of school care, adult learning opportunities and community groups for families. Around half of the children who attend the nursery live in a designated Flying Start area.

Children are admitted to the nursery on a part-time basis, at the beginning of the term following their third birthday. They spend up to five terms at the nursery before transferring to local primary schools.

During the inspection, there were 51 part-time children attending the English-medium nursery class and 40 part-time children attending the Welsh-medium nursery class. There are four part-time teachers and one full-time teacher in the nursery classes. They are supported by four full-time assistants and two part-time assistants. Very few children are from homes where the first language is not English. There are no children for whom Welsh is the first language. The nursery has identified around 27% of children as having additional learning needs. This includes a very few children with a statutory statement of special educational needs.

The nursery was last inspected in October 2008. The head of centre is also the headteacher of the nursery and has been in post since 2008.

The 2014-2015 individual school budget per pupil for the Integrated Children's Centre is £7,317, which compares to a national average of £5,890 for all maintained nursery schools in Wales.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The nursery's performance is good because:

- during their time in the nursery, most children make good progress in their learning;
- children are extremely happy coming into the nursery and most have a very positive attitude towards their learning;
- most children behave well, show consideration and co-operate well with each other in their play and are developing valuable social and life skills;
- all practitioners establish very good working relationships with the children;
- the curriculum is innovative and imaginative and provides meaningful and relevant opportunities to build on children's existing knowledge and understanding; and
- the well-resourced and exciting outdoor environment contributes significantly to children's standards and wellbeing.

Prospects for improvement

The nursery's prospects for improvement are good because:

- the head of centre provides inspirational and motivational leadership;
- there is a well-established learning community, with leaders and practitioners sharing their professional knowledge to good effect;
- the nursery has a positive culture of self-evaluation that has brought about improvements in outcomes for most children;
- governors have a good understanding of what the nursery does well;
- the views of children, parents, staff and governors are valued and leaders generally have an accurate picture of the nursery's strengths and areas for development; and
- partnerships are excellent and impact positively on outcomes for children and the quality of provision.

Recommendations

- R1 Improve standards in Welsh
- R2 Ensure that the next steps in learning focus clearly on the development of children's skills
- R3 Continue to develop the role of governors as critical friends
- R4 Ensure that leaders of areas of learning focus more on outcomes for children when evaluating their contribution to improving quality

What happens next?

The nursery will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the nursery to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many children enter nursery with skills below those normally expected for their age. During their time at the nursery, most children make good progress in their learning.

Children's oracy skills in English are good overall. Most children speak confidently in their groups and engage with visiting adults positively. They ask and answer questions using appropriate vocabulary for their age. Generally, children listen carefully to adults and follow instructions well, for example when tidying-up before story time or walking back from Forest School.

Many children are making good progress in their early mark-making skills, for example writing on clipboards in the outdoor garage area. A few more able children hold pencils correctly and are beginning to write their names legibly when addressing an envelope in the home corner. Nearly all children enjoy using a variety of tools, including paint, pencils and glue, to experiment with their mark-making and showing good control.

Most children show enjoyment and pleasure in looking at books and listening to stories. These children choose books for themselves and turn the pages appropriately. More able children retell the story from the pictures, sequencing events accurately. Many children read their own name in print correctly.

From their starting point, most children make sound progress in developing their numeracy skills. Most children count, sequence and match objects accurately. They make and recognise simple patterns. For example, when making a Christmas tree in the Forest School, children create an interesting pattern. Many use mathematical language correctly, for example when comparing the length of sticks.

Many children develop effective thinking and problem solving skills and apply these regularly in their play. For example, children choose appropriate materials to build a house for the 'three little pigs' to make sure that it does not fall down. Most children persevere for a significant amount of time in activities of their own choice and show a great deal of pleasure in their learning. Most children develop well as independent learners and make choices confidently about where they are going to play during a session.

In the English-medium nursery class, children's speaking and listening skills in Welsh are developing appropriately. In focused teaching sessions in this class, most children listen and respond to songs enthusiastically and with prompting count to five in Welsh accurately. Children's Welsh speaking and listening skills in the Welsh-medium nursery class are adequate. Very few children use Welsh spontaneously or confidently. Children's lack of understanding of Welsh in this class means that children are not always able to access all aspects of provision effectively. In both nursery classes, children understand and follow a few basic instructions in Welsh suitably.

Wellbeing: Excellent

Children are extremely happy coming into the nursery. Most children have a very positive attitude towards their learning and are enthusiastic and well-motivated to learn. They are very comfortable in the learning environment and, as a result, make choices about what they want to do confidently.

Children have a good understanding of how to stay safe. Most children behave well, show consideration and co-operate well with each other in their play. Nearly all children have strong, working relationships with the adults in the nursery and are secure in the knowledge that adults listen to them well. Children are not afraid to take risks and to learn from their mistakes.

Children's ideas form the starting point for most of the learning activities in the nursery and practitioners take their views about what and how they learn very seriously. For example, children showed an interest in making bread with play dough that led to children baking different types of bread in the nursery and visiting a local pizza shop to make their own pizzas. As a result of opportunities to contribute powerfully to their own learning, most children show high levels of involvement in their play and a strong sense of wellbeing.

Children develop positive attitudes to keeping healthy. Most children are eager to taste new foods. They exercise happily, climbing and jumping, in the outdoor learning areas and take part enthusiastically in very high quality gymnastic sessions.

Most children are developing valuable social and life skills. For example, through visits to a residential home for the elderly to paint and plant bulbs with some of the residents, children learn to show care, consideration and respect for others.

Key Question 2: How good is provision?	Excellent
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Learning experiences: Excellent

Practitioners have a very good knowledge and understanding of how children develop and learn. This enables them to plan activities that are both flexible and responsive to children's changing needs. Practitioners use information from children's actions and responses well through the day to identify ways in which to extend and consolidate their learning the following day. This planning activity involves all practitioners and is focused on the needs of individual children. It ensures that most children are engaged in their learning effectively.

The nursery plans high quality, stimulating, play-based learning experiences, both indoors and outdoors, that meet the needs of the whole child. Planned activities have many purposes to appeal to different children. For example, the garage and builder's yard encourage children to develop their problem solving skills as well as their literacy, numeracy and physical skills. Children follow activities that interest them and their levels of perseverance and enjoyment are high as result.

The curriculum is innovative and imaginative and provides meaningful and relevant opportunities to build on children's existing knowledge, understanding and skills. Learning experiences cover Foundation Phase requirements well, and planning is beginning to incorporate the literacy and numeracy framework appropriately.

The nursery provides suitable opportunities for the children to gain a basic understanding of Welsh. Valuable visits from a local artist and musician and regular visits in to the community promote children's understanding of their Welsh heritage successfully.

Practitioners plan worthwhile opportunities for children to learn about sustainability and the world in which they live. For example, children have access to an allotment where they are able to plant and cultivate a variety of vegetables. Practitioners foster children's understanding of the wider world well through initiatives such as their link with a school in Lesotho and an 'Africa Day' where children learn about life in Africa.

Teaching: Good

All practitioners work well as a team. As a result, they share a common approach to encouraging children's interests and supporting children to find things out for themselves. Most children show high levels of engagement and involvement because of this approach.

All practitioners establish very good working relationships with the children and show genuine affection towards them. Their calm and supportive qualities have a positive effect on the ethos of the nursery. Generally, practitioners encourage children to problem solve well through providing stimulating challenges, for example deciding on how to make a sleigh for Mother Christmas. In the best practice, practitioners ask open-ended and thought provoking questions, which actively challenge children to think. Practitioners reflect on their practice consistently. For example, they regularly question if areas of learning are encouraging good play and change them if they do not.

Practitioners provide effective oral feedback to enable children to know how well they are doing and what they need to do to improve. They regularly assess children's involvement in and enjoyment of activities and this information actively informs planning for children's wellbeing. Daily observations of children provide a clear picture of their interests and strengths and broad areas of development. Teachers transfer this information into useful termly reports. However, the next steps practitioners identify for children do not always focus well enough on the development of skills.

Reports to parents, children's learning stories and assessment journals provide parents with useful information about their child's progress and their learning experiences.

Care, support and guidance: Excellent

The nursery provides high levels of care, support and guidance for children. Children are happy, settled and ready to learn as a result.

Suitable arrangements are in place to promote children's healthy eating and drinking. The nursery promotes children's physical development very effectively. For example, regular gymnastic sessions and outdoor facilities allow children to run, jump, climb and balance and most children have good physical and co-ordination skills because of this.

Practitioners provide worthwhile opportunities for children to learn about taking responsibility and the world of work through making cakes and biscuits and selling and serving these in the community café. Their visits to a residential home for the elderly promote their understanding of living in a community well. The nursery links with the day-care setting on site are valuable in providing continuity of care for the children in the nursery and joined up support for parents. This in turn has a positive impact on children's sense of belonging and wellbeing.

Daily tasks provide valuable opportunities for children to learn to care for each other, and how to behave and show respect for all. Outdoor activities, such as working in the allotment and Forest School, encourage children to care for their environment positively.

The nursery promotes children's regular attendance well. The nursery has effective procedures in place to follow up absences, and attendance figures have improved as a result.

Highly effective learning experiences promote children's personal, social and moral development very well. Children have extensive opportunities to develop a sense of awe and wonder, from learning about fire in the forest school, to experiencing and participating in a magical ballet performance. The nursery supports children's cultural understanding well through their involvement in working with a local artist and musician.

The nursery takes very good account of individual children's needs and makes extensive use of support agencies to meet these needs effectively. For example, the nursery's special needs co-ordinator meets termly with the health visitor to discuss individual children's needs. Valuable use is made of outreach support from a special school to support individual children's language development well and to train practitioners in using specialised techniques. This way of working has a positive impact on the progress of children.

The nursery has a strong inclusive ethos and welcomes children with complex additional learning needs. Practitioners provide a highly caring and nurturing environment, which supports these children and their parents very effectively. All children are assessed on-entry and practitioners use this information exceptionally well to plan worthwhile activities and support programmes. 'Attention and listening groups', for example, provide graduated and valuable support to children's different speaking and listening needs. Most children make beneficial progress because of such intervention strategies.

The nursery's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Excellent

The nursery is an inclusive community where all children are valued and respected. The nursery fulfils its aim, "to provide a happy, caring environment in which all children can feel confident and able to learn", successfully. All children have an equal opportunity to access the school's provision and there is an appropriate range of suitable policies in place to ensure that this happens.

The modern purpose-built accommodation is light and airy and supports learning and teaching very well. The accommodation and grounds are well maintained and secure. The well-resourced and exciting outdoor environment contributes significantly to children's standards and wellbeing. For example, children's fine motor skills are developed successfully in the 'muddy kitchen' while the 'builder's yard' provides worthwhile opportunities for mark making. Large equipment, such as tubing and guttering, allows children to develop their imagination well. It also encourages children's thinking skills successfully, such as finding out how much water is needed to move a plastic ball. Practitioners make valuable use of the relatively small Forest School area to support children's thinking and problem-solving skills effectively, such as encouraging children to find how many logs can balance on a Christmas tree made from branches and logs before it falls.

Displays throughout the nursery are of good quality and celebrate children's learning. Resources are plentiful and matched well to children's learning needs. Excellent use is made of the community to supplement and enrich the curriculum. For example, a visit to a local garage encourages children to role-play by copying real life experiences.

Key Question 3: How good are leadership and management?	Good
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Leadership: Excellent

The head of centre provides inspirational and motivational leadership. She has succeeded in developing reflective practitioners, keen to improve and learn from each other and from others outside the nursery. Practitioners' willingness to try new ideas and new ways of working, supported well by the head and deputy head of centre, has created a rich and exciting curriculum where children's standards are good and their wellbeing is high.

The head of centre is committed to ensuring that all children have an excellent start to their school life. The centre's core value of respect for all is evident in the day-to-day practice in the nursery and around the centre. The head of centre has a strong vision for the nursery as a place where high quality early childhood experiences prepare children for lifelong learning. This vision is shared with parents, governors and staff successfully. As a result, most children are independent learners, willing to take risks and to learn from their mistakes.

The deputy head of centre is the lead professional in the nursery. She works well with all practitioners to ensure that learning experiences are flexible and suited to the needs of individual children.

There is a strong focus in the nursery of encouraging all practitioners to take the lead in promoting children's learning. Therefore, the roles of teachers and support staff are often indistinguishable during activities. This contributes to a strong team ethos where all practitioners treat children in the same way, resulting in children who are confident with adults and secure.

The school responds positively to local and national priorities. For example, it has implemented and embedded Foundation Phase practice successfully and practitioners ensure that learning experiences support and extend children's literacy and numeracy skills well. The school is effective in tackling disadvantage and narrowing the gap in children's achievement.

Governors have a good understanding of what the school does well. Learning walks and attendance at training events contribute to this understanding effectively. Their role in the school's self-evaluation is developing suitably. Governors are beginning to question more and to offer a greater level of challenge to the nursery's leadership. However, they do not always focus enough attention on children's outcomes, for example, after spending large sums on resources. Neither do they follow-up targets in the centre's improvement plan with enough rigour.

Improving quality: Good

There is a positive culture of self-evaluation in the nursery. The views of children, parents, staff and governors are valued and leaders generally have an accurate picture of the nursery's strengths and areas for development.

The nursery takes account of a useful range of information to support improving quality. It is particularly successful in using data to identify areas for development. For example, this year the nursery has identified that girls are outperforming boys on entry regularly. A suitable target is in place in the centre improvement plan to address this. Regular monitoring of children's engagement last year identified that children were not as involved or interested in mathematical activities as in other activities. Actions taken last year as a result significantly improved the mathematical skills of most children.

Teaching and non-teaching staff from both the Welsh-medium and the English-medium nursery work together appropriately in areas of learning teams. Each year, team leaders report on actions taken to improve their area and any follow-up required. However, leaders do not always focus their evaluations of progress well enough on the impact of actions on children's standards.

There is a close match between the findings from self-evaluation and priorities for improvement. The centre improvement plan covers all aspects of the centre's work. It has a separate section dealing specifically with the nursery. This section is a useful document, which outlines specific actions, responsible personnel, key dates and arrangements for monitoring and evaluation of targets for improvement.

Partnership working: Excellent

Partnership working is an exemplary feature of the nursery. The nursery works effectively with an extensive range of partners to support children's learning and wellbeing effectively. Its partnership with parents is very strong. Parents are encouraged to attend open mornings to share their children's learning experiences and informal weekly 'Tea and Toast' sessions provide them with beneficial opportunities to chat with other parents and to discuss any concerns. The nursery, through its 'Parent Nurturing Programme', provides valuable advice and guidance to parents about issues, such as managing behaviour. These sessions are valued highly by parents.

There are well-established and worthwhile partnerships with a wide range of outside agencies. For example, the 'Language and Play' scheme supports the nursery's work in developing children's speech and language skills well. The links with the day-care setting on site are valuable in providing continuity of care for the children in the nursery and joined up support for parents.

Transition arrangements are very effective from home into school. Home visits ensure that practitioners develop positive relations with parents before children start. It also provides them with a good picture of each child's likes and dislikes. Practitioners use this information well to plan suitable activities for children during their first few days in nursery to help them to settle well. The strong links with Flying Start services support early identification of children's needs pre-school and this eases their transfer into nursery. Practitioners prepare children well for their move into primary education through visits and accessing social occasions.

The nursery has a strong partnership with the other nursery schools in Cardiff. The nurseries undertake joint training and work closely together to develop initiatives to support good quality nursery practice. For example, in collaboration they have devised an early years assessment tool to track children's progress.

Effective community links, including links with local businesses, enrich children's experiences and improve their knowledge and understanding. For example, a team of local builders has recently visited the nursery to show the children how to build a brick wall. As a result, children understand the health and safety issues of working on a building site and use a spirit level to make sure that their walls are straight.

The nursery makes very good use of visits and visitors. For example, its partnerships with providers in Denmark and Washington have led to improvements in the organisation of the school's learning environment and its links with parents.

The centre provides high quality guidance to numerous organisations and visitors. The nursery often hosts practitioner visits, focusing on such areas as the use of the outdoors and providing quality learning experiences.

Resource management: Good

The nursery is a well-established learning community with leaders and practitioners sharing their professional knowledge to good effect. For example, the teaching assistant in the Welsh-medium nursery has worked closely with her English-medium colleague to develop story sacks based on Welsh stories. This has supported less confident staff in telling Welsh stories well. The professional development of practitioners is high on the agenda. Practitioners are encouraged to attend training, make visits to other providers, locally and internationally, and to make good use of research. Where training and continuous professional development are effective, there is a positive impact on children's outcomes and the quality of provision. However, not all practitioners are confident in using Welsh with young learners or in developing strategies to help them acquire good oracy skills quickly. This results in weaker standards in children's Welsh than expected bearing in mind their age and stage of development and their time in nursery.

The nursery has worked well in professional learning communities with other local nursery schools. This has led to improvements in assessment of and for learning and provision for children's thinking skills.

Leaders manage and deploy practitioners and financial resources effectively to support learning. Performance management procedures are in place for all practitioners and their professional development needs are met well. The nursery makes good use of its available finance and manages its budget well.

The nursery's provision leads to good outcomes for children. As a result, the nursery gives good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

The number of responses received were fewer than 10. No data will be shown.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	37	31 84%	6 16%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	33 89%	4 11%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	37	34 92%	2 5%	0 0%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	37	30 81%	7 19%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	19 51%	16 43%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	37	28 76%	9 24%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	19 51%	16 43%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	8 29%	9 32%	0 0%	0 0%	11	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	37	29 78%	6 16%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is encouraged to be healthy and to take regular exercise.	36	27 75%	8 22%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	37	33 89%	4 11%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	20 57%	9 26%	0 0%	0 0%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	37	24 65%	11 30%	1 3%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	37	33 89%	4 11%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	35	19 54%	12 34%	2 6%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	37	24 65%	11 30%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	36	23 64%	6 17%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	36	27 75%	6 17%	1 3%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	37	32 86%	5 14%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Beverley Jenkins	Reporting Inspector
Mrs Sheila Margaret Birkhead	Team Inspector
Ms Gwenda Easton	Peer Inspector
Mrs Rhiannon Boardman	Lay Inspector
Mrs Carolyn Asante	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.